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ABSTRACT

This module on ethics - the health care team is one of eight modules designed for individualized instruciton in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic, one objective, (upon completion of the required readings identify and define the health team members), and one learning experience. The learning experience contains four activities (e.g., visit a local hospital and observe the members of a health care team), an information sheet on the health care team, and a student self-check with model answers. Concluding the module is a student performance assessment form to be completed by the instructor. (JH)

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ED173670

HEALTH OCCUPATIONS

MODULE

Ethics II: The Health Care Team

DEPARTMENT OF VOCATIONAL EDUCATION

Temple University

of the Commonwealth System of Higher Education

Philadelphia, Pennsylvania

January, 1978

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CE 008 535

HEALTH OCCUPATIONS

MODULE

For the teacher...

ABOUT THE MODULE

DEPARTMENT OF VOCATIONAL EDUCATION

Temple University
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Philadelphia, Pennsylvania

January, 1977

CONTENTS

ORGANIZATION ..... p. 1

PROCEDURE 1

TERMINOLOGY 2

For the teacher...

ABOUT THE MODULE

ORGANIZATION

Each module is designed to help the student to gain competence in an area considered important in health occupations.

Each module contains an introduction and a series of learning experiences. Overviews, which precede each learning experience except the final one, provide at a glance brief descriptions of what each learning experience entails.

Two types of objectives form the basis of the learning experiences: a terminal objective and enabling objectives. The enabling objectives are designed to help the student achieve the terminal objective. Each learning experience has activities designed to facilitate accomplishing the objectives, and by use of the feedback devices provided, the student should be able to determine if he/she has reached each objective.

The first learning experience is designed to provide the needed background information. The remaining learning experiences are designed to provide the opportunity to apply that information in a practice situation. The final learning experience always requires the demonstration of the skill in an actual school situation.

PROCEDURE

1) Briefly discuss the purpose of the module.

2) Direct the students to review the introduction, the objectives and overviews preceding each learning experience, including the final learning experience.

3) The student needs to complete only those modules and/or learning experiences covering skills he/she does not already possess.

4) Answer the questions related to the module.

5) If the student decides that he/she is already competent in the specified area, provide him/her with an opportunity to "test out." Administer the "Final Learning Experience."

6) Instruct students who do not have the competencies indicated, to complete the module.

7) In cooperation with the student, determine a schedule for completing the module.

8) Instruct the student to make the necessary arrangements with you, the resource person, when he/she is ready to take the final learning experience.

9) If the student is unsuccessful in completing the final experience, instruct him/her to meet with you, the resource person, in order to provide for recycling through the module, or for completing some other activity suggested by the student or resource person and commonly agreed upon.

TERMINOLOGY

Actual School Situation — refers to a situation in which one is actually a student in a real school.

Occupational Specialty Area — refers to the student's major area of emphasis within the health occupations program.

Peers — refers to fellow students who are used to:
1) role-play students, etc.,
2) critique the student's performance, and
3) participate in discussions.

Unless otherwise specified, these peers should be persons within the student's own occupational specialty.

Resource Person, Instructor — refers to the person in charge of the student's educational program, i.e., the teacher who is guiding the student in taking the module.

You, Student — refers to the person who is taking the module.

HEALTH OCCUPATIONS MODULE

designed for the purpose
of individualizing instruction
in the health related occupations
program.

Prepared by...

Temple University of the Commonwealth System of Higher Education
Philadelphia, Pennsylvania

DEPARTMENT OF VOCATIONAL EDUCATION

Professor Dr. Amos C. Rivell, Chairman

In conjunction with...

The Pennsylvania Department of Education

BUREAU OF VOCATIONAL EDUCATION

(Project number 93-8001)

Program Staff:

Dolores Miller, R.N., Ed.M., Project Director
Lee R. Miller, B.A., Project Co-Director and Editor
Gertrude Brown, M.T., Ed. M., Program Assistant
Claire Somp, R.N., B.S., Program Assistant

Consultants:

A. Louise Harding, R.N., M.A.
Helen Swaincott, R.N., B.S.
Ruby Smith, R.N., Ed.M.
Frances D'Annunzio, R.N., Ed.M.

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PREREQUISITES

The prerequisite to this module is "Ethics - I."

CONTENTS

INTRODUCTION 1

MODULE STRUCTURE AND USE 1

ORGANIZATION 1

OBJECTIVES 1

PROCEDURES 1

RESOURCES 1

TERMINOLOGY 1

LEARNING EXPERIENCE I

OVERVIEW 3

ACTIVITIES 3

FEEDBACK - MODEL ANSWERS 6

Introduction

The professions devoted to healing form an organized team in which many and different arts, sciences and industries function in coordinated and mutually dependent roles. Those individuals and institutions involved in the health professions serve in the greatest of all undertakings - the relief and the prevention of suffering, the improvement of the quality of life, the prolongation of life, and the bringing of new life into the world. Key personnel are the practicing nurses and physicians who, have chosen to accept responsibilities of the most serious nature. Few fields of learning are as demanding. The work involved in medicine is extremely difficult; many of the problems are not easily solved, but the rewards are great. Opportunities for reaching your desired results are never ending, and the value of each successful accomplishment is immediately or eventually seen.

Objectives

This module includes one objective.

Terminal Objective

In an actual school situation and upon completion of this module you will demonstrate knowledge of the health team.

Enabling Objectives
The Health Team

Upon completion of the required readings identify and define the health team members.

Procedure

After reading the "Introduction" and the "Objective", you should be able to determine how much of this module you will need to complete in order to be competent in the knowledge of the health care team.

If you already have the necessary background knowledge required for proficiency in knowledge of the health care team, you may not need to complete the learning experience. You may wish to skim the overviews for the learning experiences and complete the "self check" questions associated with each of the experiences. In addition, you may wish to compare your answers with the "model answers" which are provided with each learning experience.

Resources

Listed below are the outside resources which supplement those contained within the module. Check with your teacher to determine the availability and location of the resources.

Equipment, Materials & References

A list of outside resources which supplement those contained within this module follows. Check with your resource person/teacher in order to:

1. determine the availability and the location of these resources.
2. locate additional references.
3. obtain assistance in setting up activities with peers, if necessary.

Your resource person may be consulted if you have any difficulty with directions, or in assessing your progress at any time.

Recommended Film

"To Care Enough"
1967 color 18 min. 16mm.
EEGE Associates, 4715 Kingsessing Avenue, Philadelphia, PA 19143 - or Inquire at local or state Health Department.

Recommended Texts

Ross, Carmen, F. R.N.M.A. Personal Vocational Relationships in Practical Nursing, 4th edition, Philadelphia, J.B. Lippencott Company 1975.

Culver, Vivian M. R.N. BEd MEd., Modern Beside Nursing, W.B. Sounders Company, Philadelphia, London, Toronto.

Learning Experience I

Overview

Enabling Objective	Upon completion of the required readings identify and define the health team members.
Activity	Read assigned selective readings from your text pertaining to the health team, plus read the "Information Sheet".
Optional Activity	Ask your teacher for additional information regarding the health team.
Activity	Visit a local hospital and observe the members of the health team.
Feedback	After observing the health team in your local hospital, discuss your findings with your instructor.
Optional Feedback	Compare your findings of your hospital visit regarding the health team with your classmates. Discuss findings with your teacher.
Activity	Demonstrate knowledge of the health team by completing the "self check" page 5.
Feedback	Evaluate your performance by comparing your completed "self check" with the model answers page 6.

Information Sheet

The Health Care Team

What we think of today as health is quite different from its earliest meanings. The word health comes from the Old English hoelth, meaning a state of being safe and sound.

Today, man's interest has come to include more than the cure of illness; it also includes prevention and rehabilitation as well as research to find answers to old questions while raising new ones.

A state of health is actually a constant changing process. Health is a state in which the body is functioning comfortably because of its ability to adjust to the environment and to renew and restore itself physically and mentally.

Health care is a large group of measures used to cure illness, to prevent it in the first place, and to rehabilitate or restore people to their fullest capacity to function.

Health care requires skills of many persons like yourself who prepare for work in the health field. There are more than 200 different titles of health careers; this means over 200 different types of health care workers make up the health team. Some spend years training for specialized types of work; others take short intensive courses. All are valuable, essential workers in this growing, complex health industry.

Whether a special project is designed to provide relief for an individual suffering from severe pain, or to protect an entire population from many different communicable diseases, its success depends on the contributions of many

health care workers. Many have served in the past and present representing many areas of achievement.

Those responsible for actually starting the mission of the whole medical organization are the members of the health team. The members of the health team include: practicing physicians, professional nurses, occupational therapists, physical therapists, medical technologists, nutritionists, social workers, practical nurses, nursing aides and orderlies and other auxiliary personnel.

The responsibility for patient care is a communal one, whether shared by many, as in hospital practice, or by few. The physician evaluates each individual patient on the basis of the medical history, the course of the disease, the physical examination of the patient and a laboratory investigation. He then outlines the therapeutic program which he considers necessary and performs whatever technical procedures may require his personal attention. The physician's decisions regarding the medical plan for the patient are worthless unless carried out by the health team.

Because the plan revolves around a patient, he should have a part in it. The ultimate goal is to help the patient help himself. This means the patient is accepted as a worthy individual and his right to self-determination is respected. If the plan, is guided in terms of the patients goals and capabilities, he has every right to express his feelings and voice his opinions about his care.

The patient is part of a family. Because the family members have needs that arise from the patient's illness they may be included in the planning.

The patient comes from the community. Community agencies have an interest in the patient and are involved in planning. These agencies can be informed of the goal to be reached and decisions made for the types of services that will be needed. Some of the community resources available include: public health and visiting nursing services, homemaking services, meals on wheels, welfare and recreational services, etc. The knowledge of these resources and the method of referral is of great value in helping to cope with long term health needs.

Activity

The following statements and questions check what you have learned about the health team.

Self Check

1. Health Care is a large group of measures used to _____ and _____ disease and to _____ those who are ill.

2. There are more than over _____ different titles of health careers.

3. List 10 different members on the health team.

4. Who is majorly responsible for determining the entire medical plan for an individual patient?

5. Who is responsible for carrying out the entire medical plan for an individual patient?

6. A medical plan evolves entirely around the _____ and _____.

7. List 5 community resources which are available to aid in the patient's medical plan.

8. Define the term health.

Feedback

Compare your written answers on the "Self Check" with the model answers given below.

Model Answers

1. Health care is a large group of measures used to cure and prevent disease and to rehabilitate those who are ill.

2. There are more than over 200 different titles of health careers.

3. Health Team Members

   Physicians
   Professional nurses
   Occupational Therapists
   Physical Therapists
   Medical technologists
   Nutritionists
   Social workers
   Practical Nurses
   Nursing Aides/Orderlies
   Auxiliary personnel

4. The physician is majorly responsible for determining the entire medical plan for an individual patient.

5. The health team is responsible for carrying out the entire medical plan for an individual patient.

6. A medical plan evolves entirely around the patient and his family.

7. Five Community Resources available to aid patients.

   Public Health Nursing
   Visiting Nurse Services
   Meals on Wheels
   Homemaking Services
   Welfare and recreational services

8. Health is a state of physical and mental well being.

STUDENT PERFORMANCE ASSESSMENT FORM

	Level of Performance	
	Satisfactory	Unsatisfactory
Demonstrated knowledge of the health team.		
Identified the members of the health team.		
Defined the members of the health team.		
Demonstrated knowledge of the physician's major responsibility for determining the entire medical plan for an individual patient		
Demonstrated knowledge of the responsibility of the health team for carrying out the physician's plan.		
Demonstrated knowledge that the medical plan evolves around the patient and his family.		
Named community resources available to aid patients		
Defined health.		

Instructor's Signature: _____

Instructor's Comments: _____